

EXHIBIT 1

Estrada, Larry Edgar

DOB: 01.13.1979

Attorneys: Marc Kadish & Kyle Friesen

NEUROPSYCHOLOGICAL EVALUATION

Antonio E. Puente, PhD
1508 Military Cutoff Road, Suite 303
Wilmington, NC 28403
12.11.2019

Estrada, Larry
 12.11.2019
 Page 2 of 54

Table of Contents

NEUROPSYCHOLOGICAL EVALUATION	3
Appendix A: Compilation of Testing Tables	21
Testing by Antonio E. Puente, PhD (DOT: 09.29.2017)	21
Juana Sowers “Yanez” (Mother) Testing by Antonio E. Puente, PhD (DOT: 09.30.2017)	22
Vineland-3 Testing by Antonio E. Puente, PhD (DOT: 09.29.2017, 09.30.2017)	23
Testing by John Fabian, PhD (DOT: 03.01.2017)	26
Appendix B: Interviews and Qualitative Data	27
Larry Estrada Interview.....	28
Andrew Deleon, Jr. Interview	29
Patricia Pace Interview.....	32
Helen Denise Rodriguez Interview	35
Sergio Estrada Interview	36
Claudia Gutierrez Interview	39
Juana Sowers “Yanez” Interview	42
Appendix C: Affidavits re: Larry Adaptive Domains	44
Appendix D: Definition of Intellectual Disability	52
Appendix E: References	54

Estrada, Larry
12.11.2019
Page 3 of 54

Antonio E. Puente, PhD
Neuropsychology
1508 Military Cutoff Road, Suite 303
Wilmington, North Carolina 28403
Tel. 910/509-9371 Fax. 910/509-9372

NEUROPSYCHOLOGICAL EVALUATION

IDENTIFYING INFORMATION:

NAME: Larry Estrada
DOB: 01.13.1979
AGE: 40
RACE: Hispanic
SEX: Male
DATE: 12.11.2019

EVALUATION PROCEDURE:

Marc Kadish and Kyle Friesen, attorneys at law, requested a neuropsychological evaluation with a focus on intellectual disability and adaptive behavior for their client, Larry Estrada.

Four steps were taken to complete this evaluation. First, prior records and evaluations were requested and extensively reviewed. This information is contained in the attached Review of Records.

Second, several interviews were conducted. I interviewed Mr. Estrada on 09.29.2017 at the Polunsky Unit of the Texas Department of Criminal Justice. He was interviewed in English, as he desired. Members of his family and acquaintances were interviewed by me between 09.29.2017 and 09.30.2017. These interviews were conducted in person, in Spanish and English, as requested by the person interviewed. The interviews were completed in Livingston and Houston, Texas. This information is contained in the attached Appendices.

Third, Mr. Estrada was tested on 09.29.2017. His testing occurred at the prison and was conducted by the evaluator, again in English, with no third-party observers. However, there were several limitations given that testing was done through a glass window. On 09.30.2017 his mother Juana Sowers was tested at her home in Texas, with no limitations imposed.

Mr. Estrada and his family were introduced to me by a member of Mr. Estrada's defense team. This was followed by a personal introduction to Mr. Estrada or significant others by the evaluator, including personal and professional information. The procedure, purpose, and potential outcome, together with the limits of confidentiality, were discussed prior to each professional contact; Mr. Estrada and his family understood and verbally consented to the interviews and/or testing.

Fourth, Mr. Estrada had been previously tested on 04.09.1998 and 03.01.2017; prior assessments were reviewed and summarized.

Estrada, Larry
12.11.2019
Page 4 of 54

DEFINITION OF INTELLECTUAL DISABILITY:

There are three different commonly used definitions of intellectual disability. They are:

1. American Association for Intellectual and Developmental Disability (11th Edition)
2. Diagnostic and Statistical Manual of Mental Disorders (5th Edition)
3. International Classification of Diseases (10th Edition)

These definitions are found in the Appendix E: Information regarding Intellectual Disability/Mental Retardation.

In summary, these three definitions contain three common criteria or prongs in the most recent version of each of these three diagnostic nomenclatures:

1. An intellectual ability that is two standard deviations or more below the population, which is equivalent to an IQ score around 70, and
2. Significant impairments in adaptive functioning represented by conceptual, social, and practical skills must be present, and
3. Both of these prongs must be concurrently presented before the age of 18.

The data suggest that some individuals in the mild Intellectual Disability range, despite appearing superficially average, struggle to be successful in society and require ongoing support in order to perform adequately in one or more life settings at school, at work, at home, or in the community (APA, 2013). Just because they are functioning within society, though marginally, and they are labeled as mildly impaired should not mean that they are not intellectually disabled.

REVIEW OF RECORDS:

Records pertaining to Mr. Estrada were received periodically between 2016 and 2017 and reviewed accordingly. The total number of records reviewed for this evaluation, and their summaries, are found in the attached document entitled "Review of Records". In addition, records from his family were also received and reviewed.

HISTORY:

General History

Mr. Estrada was born in Houston, Texas on 01.13.1979. His parents were co-workers who were not involved in a long-term romantic relationship when he was conceived. His mother comes from a severely economically disadvantaged family and lacks formal education. His biological father was not involved in his life, and Mr. Estrada thought of Marcial Perez as his father. Marcial Perez was the biological father of Mr. Estrada's younger sibling, Sergio. Mr. Estrada is the oldest of Juana Sowers' six children, with most of them from different fathers.

When Mr. Larry Estrada was one year old, Child Protective Services was called, and he was placed in foster care. Because no signs of abuse were seen in Mr. Estrada, only lack of appropriate supervision, he was subsequently placed back with his mother, Juana. When Mr. Estrada was age 3, his brother David (age one) drowned while in the tub with him. Per reports this happened while

Estrada, Larry
12.11.2019
Page 5 of 54

the children were not being supervised. Per Claudia, Mr. Estrada's maternal aunt, this death affected him significantly. Patricia Pace, Mr. Estrada's kindergarten and first grade teacher, indicated that he showed up to school with bruises, smelly and dirty.

At age 10, Mr. Estrada was sent to Mexico to live with his aunt, Claudia. Claudia shared that Mr. Estrada had an injury while he was with her in which he briefly lost consciousness and complained of headaches for a few days. However, she did not take him to a hospital or to see a doctor. During his time in Mexico, he also played in the fields that were filled with pesticides. He then returned to the United States to live with his mother and her new boyfriend, Mr. Sowers, where he continued to be neglected and abused at home. Mr. Sowers was described by several sources as an alcoholic and very violent.

Mr. Estrada was described by several individuals as a good and caring child who did not experience much stability in his formative years. He moved multiple times, changed schools, and did not have a stable father figure. Despite all this, he enjoyed helping others. He started working at a restaurant as busboy when he was 11 or 12 and worked for approximately 3 to 4 years. This restaurant was owned by Helen Rodriguez's father. Per Helen Rodriguez, Mr. Estrada worked hard, took pride in his work, and was trustworthy and very obedient. However, Ms. Rodriguez shared that Larry couldn't answer customer's questions on his own and needed to be told what to do (e.g., what utensils to use) even though he had been shown numerous times how to do tasks. She also reported that he had trouble handling the money and giving back the correct change. At around age 15, he started working in carpeting and painting and was said to apply minimal mental effort in these tasks while being highly supervised. Mr. Ocampo, who employed Mr. Estrada doing carpeting jobs, described that even though Mr. Estrada had the same job every day, he would not complete tasks until he was given direct and specific instructions; he would frequently also bring him the wrong tools to work with. Mr. Ocampo compared Mr. Estrada to his cousin who was the same age and shared that Mr. Estrada was a "slow learner". Overall, per reports, Mr. Estrada struggled to understand how to act in situations, was constantly taken advantage of, and needed ongoing guidance.

Academic History

Mr. Estrada attended school in Texas and Mexico. Records indicate that at age five he was enrolled in Hancock Elementary in Houston, Texas. His kindergarten and first grade teacher at Hancock Elementary School, Mrs. Patricia Pace, was interviewed and shared that Mr. Estrada was a "sweet and sensitive boy who struggled in school" and had difficulties meeting academic standards or criteria. As records show, in the Standardized Test of Mastery dated April 1986, Mr. Estrada did not meet mastery of minimum expectations in writing and math during this year. Transcripts from school reveal that he attended Hancock Elementary school until the second grade, at which time he attended school in Mexico before returning to the United States to continue his schooling. Michael Hamling, his seventh-grade teacher and then football coach, also described Mr. Estrada's difficulties in school. Despite this struggle, Mr. Hamling shared that Mr. Estrada worked and tried hard, and because of this combination, he was passed in his classes. Mr. Estrada stopped attending school when he was in the 11th grade.

Estrada, Larry
12.11.2019
Page 6 of 54

His grades in middle school were mostly “Bs” and “Cs.” In the standardized test he took during his 7th, 8th and 10th grade, he did not meet the minimum expectations in math. Additionally, he did not meet expectations in writing in 7th grade and reading in the 10th grade suggesting a discrepancy between his grades and standardized testing.

INTERVIEW WITH MR. ESTRADA:

When asked about his social history, Mr. Estrada shared that he was born and lived in Houston until he was “6 or 7 or 8” when he moved to Mexico. He indicated that his mother sent him to Mexico with his brother, Sergio, to live with his aunt Claudia. Mr. Estrada reported that in Houston his mother was never home and in Mexico he “got to experience the life of a kid” because there was someone there to take care of him and his brother. They then moved back to Houston with their mother.

While growing up for leisure he played sports. Mr. Estrada reported he played football as second string in Northbrook High School and basketball around his neighborhood. He indicated he made his friends through sports.

Regarding his work history, Mr. Estrada shared that he worked at the restaurant as a bus boy, in carpeting, and as a bagger. He tried the cash register but “it was hard” and because he could not keep up, went to cleaning. He shared that his jobs were “minimal mental” and mostly “labor work.”

Regarding school, he described it “like another job.” He also shared that school was “not overly hard” and that in any class he took “there was always somebody to help.” He indicated that he was better at history than at other classes and overall rated himself as an “average” student.

When asked to describe himself he said “I ain’t good in describing myself, what you see is what you get.” He described being heterosexual and denied ever having a girlfriend. He reported that his goal in life was to be done with school and get his “own place.”

When asked about his daily functioning, Mr. Estrada reported that in jail he enjoys listening to the radio and playing board games.

PRIOR PSYCHOLOGICAL TESTING:

According to the records made available, Mr. Larry Estrada was previously tested by two other psychologists:

Date	Doctor	Test	IQ score
04.09.1998	M. Gilhousen, PhD	Short Form of WAIS-IQ	76*
03.01.2017	John Fabian, PhD.	Stanford Binet 5 th Edition	74 **

* Although Dr. Gilhousen’s notes state that the short form of the WAIS yielded an IQ equivalent of 76, in the Texas Department of Criminal Justice Investigation Worksheets (on 04/28/1999, 10/19/1999, 03/12/2003, 07/21/2005 and three additional dates that were illegible) his IQ was labelled as being below 73.

Estrada, Larry
12.11.2019
Page 7 of 54

** Dr. Fabian indicated that when applying the Flynn effect, the adjusted IQ score would become a 69. However, after rescoring his data we obtained a Full Scale IQ of 76; when the Flynn effect is applied this score becomes a 71.

These scores suggest he meets the standards of prong 1 of Intellectual Disability according to all three diagnostic criteria used in the United States.

NEUROPSYCHOLOGICAL TESTING:

TESTING INFORMATION:

Whenever possible, percentile scores are provided. Percentiles range from 1 to 99 with 50 being average. Significant scores tend to be closer to either extreme, whether high or low. Whenever possible, T scores were also provided. The average for a T score is 50. Deviation of 10 points up or down from 50 is one standard deviation from the mean and in the impaired range.

Numerical scores are provided whenever possible and in addition, again whenever possible, scores are interpreted using the following labeling system: mild- above one but less than two standard deviations from the mean and indicates an individual will have problems in that particular domain but may be able to function with some difficulty. Moderate impairment is between two to three standard deviations from the mean and suggests an individual that will require external assistance to be able to function with some degree of success and even then, is not very likely to do so adequately without regular support and direction. Significant is three or more standard deviations from the mean and suggests this individual will have problems of significance regardless of any type of intervention, including but not limited to inpatient or residential intervention. If a test score is not in the impaired range, it will be labeled as "within normal limits".

Testing information is provided in two sections. One is a narrative and is contained as part of the actual report. Two is the table of test results included both quantitative findings along with reference information.

TESTING BEHAVIOR:

Mr. Estrada was cooperative throughout the testing session, however given that testing was done through a glass window, caution should be used in interpreting these results, and this should be considered an estimate of his functioning. The composite of his behavior and effort observed during testing suggest these findings are acceptable and reflective of his functioning.

TESTS ADMINISTERED:

Effort:

Dot Counting Test score was 24 which suggests less than optimal effort.

Executive Functioning:

The Stroop Color and Word Test yielded scores in the highly impaired range or approximately T of less than 20.

Estrada, Larry
12.11.2019
Page 8 of 54

Intellectual Abilities:

The Comprehensive Test of Non-Verbal Intelligence, 2nd Edition (CTONI-2) yielded a Full-Scale score of 73 or in the third percentile, suggesting that this individual is functioning at the borderline to impaired range.

Academic Abilities:

The Wide Range Achievement Test, Fourth Edition (WRAT 4) in English was administered. Mr. Estrada's abilities in Word Reading were in the 12th percentile and equivalent to a sixth-grade level. His math abilities were in the fifth percentile and equivalent to a fourth-grade level. In summary, his academic abilities are between the fourth and sixth grade and between the fifth and twelfth percentile.

Portions of the Woodcock Munoz Language Survey Revised (Spanish) was administered. Mr. Estrada's academic abilities in Spanish as measured by subtests Vocabulario was equivalent to 4.2 years of education and 11 years of age. Analogia Verbales yielded an educational equivalent of 2.3 and an age equivalent of 7 years of age. Hence, his vocabulary was better than his understanding of verbal analogies.

Overall, whether his academic abilities were measured in Spanish or in English, his performance is in the low range of functioning.

INTELLECTUAL TESTING OF HIS MOTHER:

Juana Yanez, Mr. Estrada's mother, was administered the CTONI-2 in Spanish, according to the instructions of the manual with no accommodations or modifications. Her IQ was 60, in the lowest 1st percentile, and in the range of moderate intellectual disability.

**PRONG 1 OF INTELLECTUAL DISABILITY:
INTELLECTUAL QUOTIENT INFORMATION**

Prior to providing a conclusion regarding his intellectual quotient, the following observations are provided:

1. Intellectual abilities testing was completed over two decades by three different licensed psychological professionals (i.e. Drs. Gillhousen, Fabian and Puente) using three different intellectual abilities tests.
2. The difference across two decades, three psychologists, and three different IQ tests is 3 points.

Without the application of the Flynn effect, Mr. Larry Estrada's IQ is in the lower portion of the borderline intellectual abilities scales which is in the lower- to mid-70s. When the Flynn effect is applied, these scores drop to the lowest possible portions of the borderline range of intellectual disability.

When the margin of error, or the standard error of measurement is applied, the lower range of scores dip into the mild intellectual disability range whereas the upper portions remain in the mid-range of borderline intellectual disability.

Estrada, Larry
12.11.2019
Page 9 of 54

The intellectual disability measured is likely due to multiple reasons (e.g., the mother meets prong 1 of an intellectual disability diagnosis as well). The deficits are also likely due to a significant brain impairment as evidence by the low scores on the neuropsychological tests.

**PRONG 2 OF INTELLECTUAL DISABILITY:
ADAPTIVE ABILITIES FUNCTIONING- QUALITATIVE DATA:**

The following information was obtained from interviews and a review of affidavits. See Appendix B: Interviews and Qualitative Data for further information. This information comes directly from the interviewed individuals and is based on the informant's own interpretation of Mr. Estrada's functional capacities. These findings should be considered in the context in which the information was obtained, as the reference sample for some individuals are people who are low functioning and for others it is higher functioning individuals.

Collateral Interviews

The following individuals were interviewed face-to-face by me in the preferred language of the interviewee with the date that they were interviewed in parentheses:

1. Andrew Deleon, Jr. (09.29.2017)

Client's childhood best friend during middle school years (between ages 13 and 16). During the interview, Mr. Deleon indicated that they met when Mr. Estrada was around 13 years old because they lived in the same trailer park. Mr. Deleon mentioned they "hit it off right away" and became very close. Mr. Deleon shared that his house became Mr. Estrada's second home, and he stayed there every night and on weekends. Mr. Estrada's house was described as not pleasant and a sad place, his stepfather was always drinking and treated Mr. Estrada poorly, and he would scream at him and call him "stupid." Mr. Deleon also shared that Mr. Estrada's mother did not speak English. Regarding Mr. Estrada's functioning, Mr. Deleon indicated that socially he was very shy, a follower, and did whatever his cousin told him to do. Mr. Deleon shared that Mr. Estrada had difficulty understanding basic concepts such as certain rules of a basketball game (e.g., double dribble). He also mentioned that Mr. Estrada did not seem to grasp the concept of money, and he never counted money when paying. He added that overall Mr. Estrada seem to be "level-headed."

2. Patricia Pace (09.29.2017)

Teacher- who taught him kindergarten and first grade between the ages 5 and 7. She is a regular and special needs teacher and Principal who has in her charge over 35,000 students. She shared that she met Mr. Estrada in kindergarten, and he started late in the school year. She reported that she "fell in love with this disadvantaged child" and bonded with him immediately. She described that Mr. Estrada never really fit in, was a bit of a loner, and was a very lonely/flat kid. She shared that he struggled in school especially in math and that "today we would call him learning disabled."

3. Helen Denise Rodriguez (09.29.2017)

Estrada, Larry
12.11.2019
Page 10 of 54

Family- she was married to the father of Mr. Estrada's half-brother. She provided care for Mr. Estrada and has known him since he was about 5 years old. She is a Special Education teacher for 7th and 8th grade. She shared that Mr. Estrada worked at her father's restaurant for several years and mostly did simple repetitive task at work. She intimated that Mr. Estrada's mother did not put kids first, especially after she became Jehovah Witness. When asked to give positive qualities of Mr. Estrada, she shared he was obedient, trustworthy, sweet, kindhearted, always willing to help and wanted to please others. She shared that Mr. Estrada had difficulties with sorting, learning Spanish, and understanding instructions (e.g., things had to be explained in a concrete way for him to understand). Socially she described that Mr. Estrada was easily influenced and had no friends. She indicated she lost contact with Mr. Estrada when he moved to Spring Branch – a neighborhood on the opposite side of where she lived.

4. Sergio Antonio Estrada (09.29.2017)

Cousin- most of their interactions were around the ages of 13 and 17. Sergio Antonio Estrada shared that he and Mr. Estrada started hanging out more with each other in high school, when they played football and some basketball. He described Mr. Estrada as someone who was easily influenced by people (especially wrong people). He also described him as a slow learner and not "very bright." He shared that he had to help Mr. Estrada with homework, change (money) at stores, job applications, and explaining the rules in basketball. He mentioned that his other cousins, P.J. and Junior, were in gangs for easy money, but Mr. Estrada was "too dumb to realize right from wrong even to this day."

5. Claudia Gutierrez (09.30.2017)

Maternal Aunt- she lived with Mr. Estrada, Juana and Carlos when he was a newborn. Claudia was also his primary caregiver when he was in Mexico from approximately ages 9 to 10. During her interview, she talked about Mr. Estrada's difficulties in school and doing simple tasks. She shared that the year he stayed with her she constantly had to help him do things. She also shared that he had difficulty properly putting his shoes on and tying his shoes, as well as putting the buttons of his shirt on correctly. Mr. Estrada regularly wet the bed when he was age 10. She shares that he was naïve and didn't avoid dangerous things. Claudia shared an incidence in which he traded a baseball cap less than it was worth. Overall, she mentioned that he does not reason and has to be supervised to succeed.

6. Juana Sowers "Yanez" (09.30.2017)

Mother- She offered limited information and does not seem to have been very involved in her son's life. Mr. Estrada's mother reported having six children from four different fathers. She indicated that her son David died and that this really affected Mr. Estrada. She described Mr. Estrada as a "good kid" who didn't fight with anyone and took care of his siblings. When asked about negative qualities that Mr. Estrada had she said that he did not clean his room, wanted to sleep a lot, and was easily manipulated.

Estrada, Larry
12.11.2019
Page 11 of 54

Review of affidavits

Affidavits of the following individuals were provided with the relationship to Mr. Estrada and the ages Mr. Estrada was when they were acquainted with him in parentheses:

1. Andrew Deleon, Jr. (friend ~ 13-16):

One of Mr. Estrada's childhood best friend. He went to school together and lived in the same trailer park. Mr. Deleon talks about his adaptive functioning. He also discusses how poorly Mr. Estrada was treated by his stepfather.

2. Teresa Ocampo Estrada: (family ~ 6 on)

She was married to Mr. Estrada's uncle Tiberius Estrada. She reported she "began to know Larry very well" when Mr. Estrada was age 15, as they lived close and he walked to her house to eat. She mentioned that Mr. Estrada did not seem to have friends and was shy and meek. She also discusses how he did not speak Spanish and how they would all make fun of him because of that, especially since he had lived in Mexico. She would try to teach him Spanish, and Mr. Estrada would repeat the word over and over trying to get it right, but he was not able to say the word correctly the next time he came over. She also discussed Mr. Estrada's inability to understand his cousin's intentions and how he was easily pressured to join the gang.

3. Maurino Estrada: (family ~ 13-15)

Mr. Estrada worked with him doing carpeting around age 15-16. He could understand, but had difficulties responding to requests. Mr. Maurino Estrada shared how hard it was for him to have a conversation because he would provide short answers and never volunteer conversations. He also shared that Mr. Estrada's ability to understand and speak Spanish was poor and that he was very slow. Finally, Mr. Estrada would never defend himself when they were making fun of him.

4. Helen Rodriguez: (family friend ~ since 5)

Ms. Rodriguez, a special education teacher, took care of Mr. Estrada and his younger brother Sergio. Helen was married to Marcial, who is the father of his younger brother. Per Ms. Rodriguez, Mr. Estrada thought of Marcial as his biological father until after his incarceration. She talks in detail regarding his limited adaptive functioning as well as how he was neglected and emotionally and verbally abused by his mother. Ms. Rodriguez also talks about the instability in the household and how chaotic it was. Apparently, Mr. Estrada was constantly at risk with his mother including when she sent the brothers unexpectedly to Mexico. This may have been particularly traumatic since Mr. Estrada was not fluent in Spanish and when the children arrived in Mexico, they were told that they would not return to the US.

5. Belinda Tovar: (friend ~ 13-16)

She lived in the same trailer park as Mr. Estrada and would visit their house often and stay over. Mrs. Tovar tried to intervene and help his family, but these interventions were

Estrada, Larry

12.11.2019

Page 12 of 54

not effective. She mentioned that Mr. Estrada was so desperate for a mother figure to take care of him and give him love that Mr. Estrada used to call her “mom.”

6. Flora Estrada: (family ~ since 4)

In her affidavit this cousin talks about Mr. Estrada’s family. She talks about when his younger brother died. Mr. Estrada, who was four at the time, was taking care of his two-year-old sibling.

7. Sergio Antonio Estrada: (family ~ lifelong)

Mr. Sergio Estrada attended school with the defendant, and they were particularly close during high school. He talks about his cousin’s difficulty in school as well as understanding Spanish. He also mentions that they were constantly targeted by gangs trying to recruit them.

8. Bernardo Estrada: (family ~ lifelong)

He is a cousin who went to school together. He reported that Mr. Estrada did not make much conversation and was quiet and relaxed. He also shared that he did not participate much in activities with other children. He also mentioned that the Mr. Estrada did not speak Spanish and that he didn’t know if he was able to communicate with his mom without speaking Spanish.

9. Mario Estrada: (family ~ lifelong)

Though in this affidavit, not much information is provided in terms of the defendant, useful information is provided regarding learning the craft of laying carpet. He describes the difficulty Mr. Estrada experienced in picking up the craft especially with the required tools.

10. Patricia Pace: (teacher~5-7)

Mr. Estrada’s kindergarten and first grade teacher at Hancock Elementary School. Mr. Estrada caused an impact on her and people at the school would refer to him as “your Larry.” This name reflected Mr. Estrada’s interest in pleasing people and how he struggled in school. His performance in standardized scores is explained.

11. Michael Hamling: (teacher ~13-15)

Mr. Estrada’s seventh-grade teacher and football coach. In his affidavit he talks about the defendant’s difficulties with school and how much he wanted to belong and fit in. He also mentioned that Mr. Estrada worked hard and tried his best, but still had trouble understanding and problem-solving. Mr. Hamling also discusses the school records and how the standardized scores reflected that he did not have the “same intellectual functioning as most of the students in his class.”

12. Cipriano James Ocampo: (friend ~ since about 13)

Estrada, Larry
12.11.2019
Page 13 of 54

Mr. Ocampo met Mr. Estrada in the 1990s when Mr. Estrada asked him for a job. Mr. Estrada worked with him during summers when he was 13 and 15 doing carpeting. Mr. Ocampo compared him to Sergio and explained that Mr. Estrada was a slow learner. He also explained that Mr. Estrada had difficulties bringing the correct tools from the toolbox, which contained about twenty tools, and it took him around a month to become familiar with the tools. Task performance required significant supervision.

13. Elvira Carrillo: (friend ~ lifelong)

She was Mr. Estrada's neighbor since he was born. Ms. Carrillo also worked with Mr. Estrada's biological father and his mother at a Mexican restaurant called El Patio. She explained how Child Protective Services investigated potential family abuse. Apparently, Larry's uncle had complained to the neighbors that Juana was very abusive. Mrs. Carrillo also indicates that she took care of Mr. Estrada when he was a baby and that Juana would leave him at her house three or four days at a time before returning.

14. Claudia Gutierrez: (newborn – 16)

She is his maternal aunt and Juana Sowers' older sister. She has known Mr. Estrada his entire life. She also lived with Mr. Estrada

ADAPTIVE ABILITIES FUNCTIONING DATA OBTAINED THROUGH INTERVIEWS AND AFFIDAVITS ACCORDING DIFFERENT PRONG TWO SUB-CRITERIA:

The following are examples from the different sources describing specific situations in which Mr. Estrada exhibited limitations in conceptual, social and practical skills, comparing his typical behaviors in relation to his peers:

See Appendix B: Interviews and Qualitative Data and the attached Review of Records for further information.

Conceptual Skills

Conceptual skills involve language and literacy; money, time, and number concepts, acquisition of practical knowledge, problem solving, and judgment in novel situations, among others.

1. Receptive and Expressive Language & Learning:

Mr. Larry Estrada's kindergarten and first grade teacher, Patricia Pace, shared that although Mr. Estrada read early, he did not comprehend but just called out words. His aunt, Claudia Gutierrez, indicated that while he lived with her, he could not read or write well. She also reported that he had trouble understanding basic school assignments and how to do them even when instructions were clear, and his aunt was helping him. Claudia Gutierrez gave examples of simple tasks Mr. Estrada struggled with at age 10, such as properly tying and putting on his shoes. Helen Rodriguez reported that things had to be explained to him in a concrete way for him to understand. Ms. Rodriguez indicated that Mr. Estrada had trouble identifying information that was relevant and important and separating it from information that was not relevant. Ms. Rodriguez, who is a special education teacher, gives additional examples about

Estrada, Larry
12.11.2019
Page 14 of 54

Mr. Estrada's difficulty processing information and compares him to the children she teaches. Additionally, she shared that as a teenager Mr. Estrada struggled to answer questions if he hadn't been taught exactly what to answer. Michael Hamling, Mr. Estrada's seventh grade teacher and football coach, reported that Mr. Estrada could do basic tasks but was not good at problem solving. Mr. Hamling also discussed the assessment of academic skills and said "Larry did not have the same intellectual functioning as the other students in his grade" which he supported in later descriptions of Mr. Estrada. Andrew Deleon, Mr. Estrada's childhood friend, reported that Mr. Estrada had difficulty understanding the point somebody was trying to make in a conversation or the information that was being conveyed. Marino Estrada shared that he could not have conversations with Mr. Estrada because he only spoke in short phrases. Sergio Antonio Estrada indicated that Mr. Estrada was very slow, and it took him a while to figure out simple stuff, so he had to constantly help him. Sergio Antonio Estrada also shared that Mr. Estrada had poor grammar and underdeveloped vocabulary in English compared to his peers. Sergio Antonio Estrada, Marino Estrada, Claudia Gutierrez and Teresa Ocampo all alluded to the fact that Mr. Estrada struggled speaking and understanding Spanish even though that was the language his mother spoke and everyone around where they lived could speak Spanish. Compared to other children in his same situation his ability was very poor, which would lead others to make fun of him. Teresa Ocampo said she would try to teach him Spanish and he would repeat the word over and over trying to get it right, but he was not able to say the word correctly the next time he came over. Cipriano Ocampo, who Mr. Estrada worked with when he was 15 years old, shared that although Mr. Estrada had the same job every day, he would not complete tasks until he was given direct instructions and even then, he did not understand what he was doing. Mr. Ocampo indicated that compared to his cousin who was the same age, Mr. Estrada was a slow learner. Through the information gathered across the interviews and affidavits, Mr. Estrada appears to struggle with attending to, responding to, and understanding information given by others, as well as expressing his needs, when comparing him to his peers. These deficits have been present through different developmental stages, and in different settings.

2. Money, Time and Number Concepts:

Patricia Pace reported that even in his early grades Mr. Estrada struggled with math, and she referred to the standardized test indicating that he did not meet the minimum competencies in math in first grade and in seventh, eight and tenth grade. During his interview, Andrew Deleon Jr., reported that Mr. Estrada did not grasp the concept of money; he paid and did not count the money before to make sure he was given the correct amount. Similarly, Sergio Antonio Estrada reported that Mr. Larry Estrada had difficulty with math and handling money and change at the store. As an example, Sergio Antonio shared that when Larry paid with bills or was counting change, he was often slow and incorrect when doing it and would require assistance. Another example given by Sergio Antonio was that when Larry used the food stamp card to make a purchase and was told there were insufficient funds, he put away some things and run the card again until he was successful, rather than thinking of the cost of each item. Claudia Gutierrez also discussed Larry's difficulties with math in school, as well as with number concepts and money. Regarding this, she intimated that because Mr. Estrada was not good at counting money and did not trust he would get the correct amount of change, whenever she asked him to go buy things, she gave him the exact amount of money needed. Claudia also shared that while doing carpeting when he was a teenager, Larry had difficulties understanding

Estrada, Larry
12.11.2019
Page 15 of 54

measurements and felt ashamed because other workers his age were able to do it. Similarly, Helen Rodriguez reported Mr. Estrada struggled with sequencing and he had a particularly hard time with math.

3. Assessing High-Risk Situation, Problem-Solving and Judgment of Novel Situations:

Many of the informants shared that Mr. Estrada would only consider the present moment without thinking about the future and had difficulties with reasoning and problem solving. Helen Rodríguez shared that Mr. Estrada has significant difficulty problem solving, partly because he only understood or could see what was in front of him and not the bigger picture. Ms. Rodriguez also discussed different situations in which Mr. Estrada did not have the ability to understand that something was wrong. Helen Rodriguez indicated that Mr. Estrada was very trusting and would blindly do what others told him to do without thinking about it or the consequences of that. He was unable to distinguish between people with good intentions and bad intentions or understand context cues. Michael Hamling described that Mr. Estrada was not good at problem solving; as an example, Mr. Hamling reported that if someone asked him to do a simple task, he would do it, but if it was more specific or complicated, he would not know what to do or say. During her interview, Claudia Gutierrez shared that Mr. Estrada did not avoid dangerous things and did not consider whether things were right or wrong. She also indicated that it was easy for his cousins to take advantage of him because Mr. Estrada did not believe that his cousins would do anything to harm him. Similarly, Andrew Deleon Jr., described Mr. Estrada as especially vulnerable because he did not know when people were taking advantage of him, as he did not have the ability to read or understand their intentions and avoid being manipulated. Mr. Deleon also shared that Mr. Estrada could not understand the consequences of his actions. Teresa Ocampo shared that although his relatives were in gangs and could not be trusted, Mr. Estrada did not see the bad in them and was friends with and trusted them. Belinda Tovar, Andrew Deleon's mother, described that Mr. Estrada was not good at problem solving which likely resulted in his inability to figure out basic tasks. She added that Mr. Estrada could not see the consequences of his actions, did not explore different alternatives, and could not conceive of there being outcomes. Similarly, Sergio Antonio Estrada reported that Mr. Estrada was unable to distinguish right from wrong.

4. Difficulty Acquiring Practical Knowledge:

Mrs. Claudia Gutiérrez, Mr. Estrada's aunt, reported that Mr. Estrada had to be shown how to do simple things over and over. For example, she shared that when she would ask him to help his brother Sergio put shoes on, he would not get it right. He also was unable to put on his own shoes and wear his uniform correctly even though he had been previously taught to do so correctly. Helen Rodriguez shared that Mr. Estrada needed someone to walk him through a multi-step process even if the task was simple. She gave an example in which she had to explain the correct way of putting ice in the cups. Belinda Tovar, Mr. Deleon's mother, reported that Mr. Estrada needed to be shown how to do many tasks, and if no one showed him he could not figure it out. Maurino Estrada, Mr. Estrada's cousin who he worked with doing carpeting around age 15, shared that Mr. Estrada was only given basic tasks because he was very slow and took more time to learn skills and use correct tools, even after being instructed several times. Similarly, Mr. Ocampo shared that Mr. Estrada had significant difficulties learning to

Estrada, Larry
12.11.2019
Page 16 of 54

work with the tools and it took him prolonged periods to understand directions. Although his work was the same every day, he could not do the job without direct and explicit instructions each time. Mr. Estrada would always expect Mr. Ocampo to give him instruction on what to do for each step of the process. He was also unable to learn and use to correct tools. Sergio Antonio Estrada indicated that he had to explain the basketball rules several times and, even then, Larry never fully understood. Consistent with this, Andrew Deleon shared that Mr. Estrada had a hard time understanding certain concepts and rules of basketball even though he played often.

Social Skills

The social domain involves awareness of others' thoughts, feelings, and experiences, empathy, interpersonal communication skills; gullibility, naiveté, social problem solving, among others.

1. *Gullibility, Victimization and Naiveté:*

Claudia Gutierrez described Mr. Estrada as being very naïve. Mrs. Gutierrez shared an event in which he was taken advantage of; he ended up trading a \$25.00 baseball cap for 20 pesos and still thought he owed 200 pesos to the children who bought the cap. She also shared that he had a job in which he was paid with flowers and did not grasp that he was taken advantage of. She also mentioned that Mr. Estrada was so naïve he didn't believe his cousins would do anything to harm him. Similarly, Teresa Ocampo reported that his cousins knew that Mr. Estrada was vulnerable and since they were family Mr. Estrada did not understand that they could not be trusted. Helen Rodriguez described Mr. Estrada as being extremely innocent and naïve and easily influenced. She said that Mr. Estrada was the "type of child to get hurt by others" as others would use him, and he did not recognize he was taken advantage of. She added that he cared about making others happy and that he "could be lured down a bad path but not even notice what was happening until it was too late." Andrew Deleon Jr, his friend, reported that Mr. Estrada was a follower and was easily manipulated and always did what he was told because he wanted to please others. Consistent with this, Mr. Hamling shared that Larry wanted to fit in so badly that he was easily influenced and would do anything that he was asked to. Similarly, Juana Sowers "Yanez", Mr. Estrada's mother reported that Mr. Estrada was "easily manipulated." Maurino Estrada and Sergio Antonio Estrada shared that when he was made fun of, he never defended himself or said anything in response. Sergio Antonio Estrada described Mr. Larry Estrada as very friendly, gullible, easily convinced, and desperate to fit in. Sergio Antonio Estrada shared that Mr. Estrada was easily influenced by people especially wrong people; as an example, he shared that he could get Mr. Estrada to do anything and would not get a "no" for an answer. Sergio Antonio also intimated that it worried him that other people would take advantage of him. Consistent with this, Belinda Tovar, Andrew Deleon's mother, shared that Mr. Estrada was a follower and would be easily influenced by those around him, she added that he needed guidance because he did not have the skills to make good decisions.

2. Demonstrating Appropriate Knowledge and Use of Social Skills:

Andrew Deleon Jr, his friend, recalled that although Mr. Estrada wanted to belong, he stood out because he was so quiet, which made him “socially awkward.” His kindergarten and first grade teacher, Patricia Pace, described that Mr. Estrada never really fit in, was a bit of a loner, and was a very lonely/flat kid. Helen Rodriguez and Belinda Tovar shared that Mr. Estrada could not read people or their intentions. Additionally, Mrs. Rodriguez shared that Mr. Estrada did not understand relationships and was not able to take his previous experiences and interactions with others and apply that to the next experience. Teresa Ocampo described Larry as shy and meek and having few friends. Mr. Deleon and Sergio Antonio Estrada described that Larry had a hard time understanding conversations and how to appropriately respond and that he was especially awkward around girls. Sergio Antonio Estrada also shared that Mr. Estrada had trouble understanding jokes. Mr. Ocampo described that Mr. Estrada seemed to isolate himself and did not talk to any adults and seemed to not have any friends of his age. Overall, he was described as shy and with few friends. For additional information in this area refer to the receptive and expressive language and learning subsection.

3. Leadership Skills:

Through the information gathered across the interviews and affidavits, Mr. Estrada was described as “a follower” who was easily manipulated and constantly sought guidance from others. For additional information in this area refer to the Gullibility, Victimization and Naivete and Assessing High-Risk Situation, Problem-Solving and Judgment of Novel Situations subsections.

4. Empathy Skills and Awareness of others’ thoughts feelings, and experiences:

A consistent theme across all informants was Mr. Estrada’s need to please others, his inability to be wary of others, and his difficulty standing up for himself. From the information gathered in the interviews, he did not seem to have difficulty being empathic towards others. However, he could not see the bad in people nor understand their intentions. Per available information, Mr. Estrada has a longstanding history of social victimization, naiveté, and gullibility.

Practical Skills:

The practical domain involves learning, personal care, occupational skills, independent living, and use of money, among others.

1. Personal Care:

Claudia Gutierrez recalled that when Mr. Estrada stayed with her in Mexico, he regularly wet the bed. After wetting his bed, Larry would take off his pants but stay in the dirty underwear; she often had to check before he went to school to make sure he was going with clean underwear, because if she left it up to him he would have gone with urinated underwear. Claudia gave other examples such as the difficulty Mr. Estrada had properly putting on and tying his shoes, as well as putting the buttons of his shirt on correctly. Belinda Tovar shared

Estrada, Larry
12.11.2019
Page 18 of 54

that Larry struggled with hygiene and his clothes were often dirty. She reported that if she did not remind him to bathe, he would not have washed himself. She indicated that he knew it was important to care about hygiene but did not follow-through with these tasks independently.

2. Occupational Skills:

Maurino Estrada and Cipriano Ocampo both shared the difficulties Mr. Estrada had learning the tools and the proper techniques for work tasks, even after he was instructed several times. Compared to other employees his age he learned slowly and had to be given more simple tasks. Sergio Antonio Estrada mentioned that Mr. Estrada had difficulty filling out job applications and would copy Sergio Antonio's answers on job applications. His aunt, Claudia Gutierrez, shared how Mr. Estrada never understood how to measure the carpet to fit into the room and how he would be given simple tasks by his employers. Claudia Gutierrez also shared an experience in which Mr. Estrada worked for a man and was paid in flowers, did not realize he had been taken advantage of, and "was happy to be able to bring me a big bouquet of flowers." Helen Rodriguez shared that he was given simple routine tasks which had to be taught to him. As he was older, he was given a bit more responsibility, such as cleaning the bathroom, but he needed to be reminded for him to do it. Overall the informants described how his impairments made it difficult or impossible for him to learn basic occupational skills independently. For more information see Conceptual Skills subsection above.

3. Use of Money:

His ability to use money was highly limited based on the reports given by Mr. Andrew Deleon, Sergio Antonio Estrada, Claudia Gutierrez and Helen Rodriguez. See Conceptual Skills subsection for further information.

4. Learning:

As describe by his teachers, Patricia Pace and Michael Hamling, as well as Andrew Deleon, Sergio Antonio Estrada, Claudia Gutierrez, Marino Estrada, Cipriano Ocampo and Helen Rodriguez, the ability to learn new and simple things was very difficult for Mr. Estrada. These learning difficulties affected his academic and occupational skills, and perhaps his ability to live independently. For further information refer to the Conceptual Skills subsection.

5. Independent Living:

Sergio Antonio Estrada shared that Mr. Estrada did not cook and only ate junk food. He added that Mr. Estrada was responsible for cleaning the apartment but never did; as a result, the apartment was "dirty and chaotic." Belinda Tovar shared that Larry did not know how to do laundry, cook or clean. She mentioned that without guidance he did not know what to do on his own. Claudia Gutierrez report that while living with her Larry tried to help with chores but was not very good at it; she shared that one of these chores was washing dishes, but he would forget to be careful and cracked the dishes. Helen Rodriguez shared that although Mr. Estrada helped around the house, he struggled with tasks he had not been taught before and could only do simple tasks. She indicated that he could maybe do eggs but could not cook more than that. For more information see Conceptual Skills subsection above.

Estrada, Larry

12.11.2019

Page 19 of 54

See Appendices and Chapters 4 and 5 from *Intellectual Disability* (11th ed., 2010) for further information.

PRONG 2 OF INTELLECTUAL DISABILITY: ADAPTIVE ABILITIES FUNCTIONING- QUANTITATIVE ASSESSMENT

The Vineland Adaptive Behavior Scale, is an individually administered measure of adaptive behavior that takes into account information from caregivers or others who are familiar with the individual's daily functioning. The Vineland Third Edition, was administered to the following informants:

1. Andrew Deleon, Jr. (friend ~ 13-16)
2. Patricia Pace (Kindergarten and first grade teacher)
3. Sergio Estrada (Mr. Estrada's cousin)
4. Claudia Gutierrez (Mr. Estrada's aunt)

The basal score and administration starting point were based on the timeframe that examinees knew Mr. Estrada. Considering this, the results should be considered with caution. As Appendix A, Table 3 ("Vineland-3 Testing") indicates, the consensus is that Mr. Estrada demonstrates adaptive abilities in the lowest 1st percentile.

Overall, Mr. Estrada appears to have deficits in all areas of adaptive abilities. Socialization, Communication and Daily Living Skills scores are overall in the Severe Deficit Range, indicating difficulty expressing his needs to others and understanding what other people require of him, and trouble understanding social interactions or what is appropriate within the boundaries of a specific relationship.

ADAPTIVE ABILITIES FUNCTIONING- INTERFACE OF QUALITATIVE AND QUANTATIVE INFORMATION:

Several observations are given prior to providing an integration of the qualitative and quantitative data.

1. There is significant congruence across informants and across lifespan development.
2. Qualitative and quantitative data are congruent.

Overall, the following deficits are apparent:

1. Conceptual Skills

- a. Receptive and expressive language and learning.
- b. Money, time and numerical concepts.
- c. Assessing high-risk situations, problem-solving and judgement of novel situations.
- e. Difficulty acquiring practical knowledge.

2. Social Skills

Estrada, Larry
12.11.2019
Page 20 of 54

- a. Gullibility, victimization and naiveté.
- b. Demonstrating Appropriate Knowledge and use of social skills.

3. Practical Skills

- a. Personal care.
- b. Occupational skills.
- c. Use of money.
- d. Learning.
- e. Independent living.

Overall, the qualitative information indicates problems across the three major areas of adaptive functional abilities. There appears to be more impairment in cognitive and practical skills than social ones. In contrast, the deficits measured quantitatively suggest significant impairment across the three sub-categories of adaptive functional abilities. Considering the congruence across qualitative and quantitative information, across informants, and across developmental levels, it is concluded that he meets Prong 2 of the Intellectual Disability diagnosis.

SUMMARY:

This evaluation involves the assessment of the intellectual abilities of Mr. Larry Estrada. The evaluation involves review of records and affidavits, multiple interviews of the defendant and several significant informants, and administration of psychological tests to both the defendant and his mother.

There is congruence across all sources of information, informants, and intellectual tests. The integration of multiple sources of information across two decades support that Mr. Larry Estrada has an intellectual disability.

Considering the qualitative and quantitative information obtained from a variety of sources and informants over several decades, there is strong evidence to support the conclusion that Mr. Larry Estrada meets Prong 1, Prong 2, and Prong 3 of a diagnosis of Intellectual Disability.

DIAGNOSES:

Intellectual Disability (Intellectual Developmental Disorder), Mild.

Sincerely,



Antonio E. Puente, PhD

Additional Attachment:
Record Review

Estrada, Larry
12.11.2019
Page 21 of 54

Appendix A: Compilation of Testing Tables
Table 1

Testing by Antonio E. Puente, PhD (DOT: 09.29.2017)

TEST*	RAW SCORE	T-SCORE	%ile		NORMS
Dot Counting E-Score	24	---	---		1
WRAT-4		Std. Scores	%ile	G.E.	1
Word Reading	47	82	12	6.9	
Math	31	76	5	4.9	
Stroop CWT					1
W	39	<20	<0.1		
C	37	22	<1		
CW	18	23	<1		
Interference	-1	49	<1		
Woodcock-Muñoz Language Survey-Revised		AE (Est)	GE (Est)		1
Vocabulario Sobre Dibujos	37	9-11	4.2		
Analogías Verbales	20	7-8	2.3		
CTONI-2	Sum of SS	Index Score			1
Pictorial Scale	17	71	3		
Geometric Scale	21	81	10		
Full Scale	38	73	3		

*Testing completed through glass window.

10.04.2017 JR/MN/KMC

Norms Sources

1. Manual

Table 2

Juana Sowers "Yanez" (Mother) Testing by Antonio E. Puente, PhD (DOT: 09.30.2017)

TEST	RAW SCORE	T-SCORE	%-ile	NORMS
CTONI-2	Sum of SS	Index Score		1
Pictorial Scale	10	57	<1	
Geometric Scale	16	70	2	
Full Scale	26	60	<1	

Estrada, Larry
12.11.2019
Page 23 of 54

Table 3
Vineland-3 Testing by Antonio E. Puente, PhD (DOT: 09.29.2017, 09.30.2017)

The following table includes Vineland testing. Of note, the basal score and administration starting point were based on the time frame that examinees knew LE.

TEST	RAW SCORE	V-SCALED SCORE	STD. SCORE	%-ile
Vineland-3 (Andrew de Leon – Friend)				
Communication	56	5		
<i>Receptive</i>	84	11		
<i>Expressive</i>	41 – 43	6-7		
<i>Written***</i>		22-23	43-45	<1
Total Communication				
Daily Living Skills	88 – 98	8-10		
<i>Personal***</i>	18 – 30	4-7		
<i>Domestic***</i>	44 – 50	5-6		
<i>Community***</i>		17-23	47-55	<1
Total Daily Living				
Socialization	54	8		
<i>Interpersonal Relationships</i>	44	8		
<i>Play and Leisure Time</i>	36	8		
<i>Coping Skills</i>		24	53	<1
Total Socialization				
Motor Skills	77			
<i>Gross Motor</i>	60-62			
<i>Fine Motor</i>		143-153	53-56	<1
Adaptive Behavior Composite				
Vineland-3 (Patricia Pace – Teacher)				
Communication	60	7		
<i>Receptive</i>	85 – 87	10		
<i>Expressive</i>	41 – 43	6-7		
<i>Written***</i>		23-24	45-47	<1
Total Communication				
Daily Living Skills	75 – 89	6-8		
<i>Personal***</i>	N/A	---		
<i>Domestic***</i>	13 – 33	1-4		
<i>Community***</i>				
Total Daily Living				
Socialization	30 – 42	1-5		
<i>Interpersonal Relationships</i>	8-25	1-5		
<i>Play and Leisure Time</i>	27 – 33	6-7		
<i>Coping Skills</i>		8-17	20-33	<1
Total Socialization				
Motor Skills	58-84			

Estrada, Larry
12.11.2019
Page 24 of 54

TEST	RAW SCORE	V-SCALED SCORE	STD. SCORE	%-ile
<i>Gross Motor</i> <i>Fine Motor</i>	58-68			
Vineland-3 (Sergio Estrada – Cousin)				
Communication	49	1		
<i>Receptive</i>	79	10		
<i>Expressive</i>	48	8		
<i>Written***</i>		19	37	<1
Total Communication				
Daily Living Skills	92 – 94	8-9		
<i>Personal***</i>	29	7		
<i>Domestic***</i>	37	4		
<i>Community***</i>		19-20	50-51	<1
Total Daily Living				
Socialization	51	7		
<i>Interpersonal Relationships</i>	22 – 50****	4-9		
<i>Play and Leisure Time</i>	36	8		
<i>Coping Skills</i>		19-24	38-53	<1
Total Socialization				
Motor Skills	77			
<i>Gross Motor</i>	57			
<i>Fine Motor</i>				
Adaptive Behavior Composite				
Vineland-3 (Claudia Gutierrez* – Aunt)				
Communication				
<i>Receptive</i>	43	1		
<i>Expressive</i>	81 – 83	10		
<i>Written***</i>	36 – 38	5-6		
Total Communication		16-17	31-33	<1
Daily Living Skills				
<i>Personal***</i>	54 – 60*****	3-4		
<i>Domestic***</i>	N/C	---		
<i>Community***</i>	45 – 51	6		
Total Daily Living				
Socialization				
<i>Interpersonal Relationships</i>	57	8		
<i>Play and Leisure Time</i>	43 – 45	8		
<i>Coping Skills</i>	45	10		
Total Socialization		26	59	<1
Motor Skills				
<i>Gross Motor</i>	74			
<i>Fine Motor</i>	54			
Adaptive Behavior Composite				

*Completed Spanish version of Vineland, the others were completed in English

**Missing subdomain

Estrada, Larry

12.11.2019

Page 25 of 54

***Ranges are provided for lowest and highest possible score. In some cases, a score was not provided due to examinee's uncertainty, so scores were calculated by scoring a "0" or "2"

****Administration began at item 15. Range is provided with scores of "0" or "2"

*****No responses were provided for items 28-30. Range is provided with scores of "0" or "2"

Estrada, Larry
12.11.2019
Page 26 of 54

Table 4
Testing by John Fabian, PhD (DOT: 03.01.2017)

This table represents scores obtained after double scoring. **Bold** represents Dr. Fabian's scores based on his report from 05.24.2017.

TEST	RAW SCORE	T-SCORE	%-ile	NORMS
SB-5*	Sum of SS	Standard Score		1
Fluid Reasoning	12	76	5	
Knowledge	21	103	58	
Quantitative Reasoning	10	72	3	
Visual-Spatial Processing	9	68	2	
Working Memory	12	77	6	
Non-Verbal	27	IQ: 70	2	
Verbal	37	IQ: 83	13	
Full Scale	64	IQ: 76 (74)	5 (4)	

10.20.2017 MN/JR

*Some of the subtests were illegible and double scoring was based on Dr. Fabian's scoring.

Norms Sources

2. Manual

List of Test Name Abbreviations

CTONI-2 – Comprehensive Test of Non-Verbal Intelligence-2

SB-5 – Stanford Binet Intelligence Scales-5

Stroop CWT – Stroop Color Word Test

WRAT-4 – Wide Range Achievement Test-4

Appendix B: Interviews and Qualitative Data

Sources

1. Interview Notes
 - a. Larry Estrada
 - b. Andrew Deleon
 - c. Patricia Pace
 - d. Helen Denise Rodriguez
 - e. Sergio Estrada
 - f. Claudia Gutierrez
 - g. Juana Sowers "Yanez"
2. Vineland Interviews
 - a. Andrew Deleon
 - b. Patricia Pace
 - c. Sergio Estrada
 - d. Claudia Gutierrez

AAIDD Dimensions

1. Dimension 1: Intellectual Abilities - Performance that is at least 2 *SDs* below the *M* of an appropriate assessment instrument, considering the standard of error of measurement for the specific assessment instruments used and the instruments' strengths and limitations
2. Dimension 2: Adaptive Behavior
 - a. Conceptual - language and literacy; money, time, and number concepts; and self-direction.
 - b. Social - interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
 - c. Practical - activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.
3. Dimension 3: Health – state of complete physical, mental, and social well-being
4. Dimension 4: Participation – roles and interactions in the areas of home living, work, education, leisure, spiritual, and cultural activities.
5. Dimension 5: Context
 - a. Environmental factors
 - b. Personal factors

AAIDD Domain 2 Criteria

Conceptual skills—language and literacy; money, time, and number concepts; and self-direction.
Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

Estrada, Larry
12.11.2019
Page 28 of 54

Larry Estrada Interview

09.29.2017

Description	Details	AAIDD
Current details	Larry Estrada – English/Spanish Intro: by mitigation specialist Process: Limits of confidentiality agreed; purpose and process, understands <ul style="list-style-type: none"> SVS. E=E 	2a, 5a, 5b
History	<ul style="list-style-type: none"> Here since 19 Fortunate that people fight for me I like to read, listen to radio, play board games I ain't good in describing myself, what you see is what you get 	5a 2b, 3, 5a 4 2a, 5b
Development	<ul style="list-style-type: none"> 1. Houston – till 6 or 7 or 8 2. Mexico – sent 5 months w/ Sergio in 1988-1990 <ul style="list-style-type: none"> Living w/ aunt – “the time in Mexico I got to live and experience the life of a kid” ... somebody was always home (U.S. mom not ever home before) ... it was a normal life; ~2 years 3. Houston – mother got us back 	4, 5a
Work	<p>“A lot of labor work”</p> <ol style="list-style-type: none"> Bus boy - ~11 years of age, till 16 <ul style="list-style-type: none"> Family got job, Ignacio's Restaurant Painter – help uncles w/ carpet laying and painting <ul style="list-style-type: none"> Summer work; carpet layer helper (e.g., carrying carpe) “Minimal mental” Bagger <ul style="list-style-type: none"> Tried cash register, “It was hard.” Couldn't keep up, went to cleaning 	2c, 4, 5a 2c, 4 1, 2c 1a, 2c
School	<ul style="list-style-type: none"> “Ah...alright...like another job” Not overly hard, whatever class I took there was always somebody help Self-rate – “average” Better at history 	1, 2a-c, 4 2a
PX4	<ul style="list-style-type: none"> ♀ - Ø, not gay, not involved, Ø girlfriend Sex – Oral sex, ♀ went down after she did drugs, but I was scared that I would get somebody pregnant ♂ - sort of, through sports though (e.g. football) 	2b, 4, 5a, 5b
Leisure	<ul style="list-style-type: none"> Family – never, outside of Mexico, O.K. family Football – offensive/defensive/tackle season <ul style="list-style-type: none"> 2nd string, Northbrook High School Basketball – just around places that we lived, push-up games <ul style="list-style-type: none"> Used 1/4 of public BB court, school would allow them to play 	2b, 5a 2b, 4 2b, 4
Self-direction	<ul style="list-style-type: none"> Goal = in life, ~30” Ø <ul style="list-style-type: none"> Finish school (1st to graduate) Get my own place 	2c, 4
Ψ	Dr. Fabian laptop – he was frustrated w/ me. He would flip cards, but I did not know, and I would get quiet, like he would give me a word and I would give him other words, but didn't know what I was doing	1, 2a, 4

Andrew Deleon, Jr. Interview
 09.29.2017

Description	Details	AAIDD
Current Details	Relationship: friend ~ 13-16 Lived in trailer park together; middle school year (he 8 th , me 7 th); Hit it off right away	2b, 4
Social group	<ul style="list-style-type: none"> 2 brothers – Randy and Jamie He did whatever his cousins told him; he would follow a lot 	2a, 2b, 4, 5a
Socially	<ul style="list-style-type: none"> Shy, usually; especially w/ girls 	2b
Cognition	<ul style="list-style-type: none"> Seemed to be level-headed Basketball <ul style="list-style-type: none"> he couldn't grasp rules of the game Double dribble Money <ul style="list-style-type: none"> He didn't seem to grasp the concept of money <ul style="list-style-type: none"> He never counted money, he paid w/ bills 	2a, 2b 3 2a 2a 2b
Ψ	<ul style="list-style-type: none"> Second home - He stayed every night and weekend Mom was working and his home was not pleasant A sad place <ul style="list-style-type: none"> Stepdad always drinking and very loud; including hollering e.g., "stupid", Ø space Mother didn't speak English 	2b, 4, 5a 2b, 3, 5a

Andrew Deleon Vineland-3:

Administered 09.29.2017 by AEP

Only scores of "0" are represented in the table below

*Questions are combined

COMMUNICATION	
<i>Receptive</i>	*Follows directions to do 2 things not to go together, 3-step directions
	*Pays attn. for 60 min to show/15-30 to informative talk to and understands context
	*When told to do something a little later or later that day, he remembers it
	Understands sarcasm
<i>Expressive;</i>	Tells the basic parts of a well-known story, e.g. characters, events, ending, etc.
	*Uses <i>behind</i> , <i>in front of</i> , and <i>between</i> in sentences, 2-part sentences joined by <i>and</i> or <i>but</i>
	Gives complex directions w/ 3+ steps
<i>Written</i>	Writes at least 10-20 words from memory
	Understands simple tables, graphs, or charts
	*Writes emails, stories, letters, journal entries, etc. That are 10+ sentences
	Uses table of context/index
	Checks/corrects written work before handing in
	Writes papers at least 1 page long using own words
	Writes/draws instructions for others

Estrada, Larry
12.11.2019
Page 30 of 54

	Fills out paper/electronic forms 1 page or less
	Reads at 6 th + grade level
DAILY LIVING	
<i>Personal</i>	Changes clothes when they have gotten dirty, wet, muddy, or smelly
	Chooses exercise for health or enjoyment
	Chooses to eat healthy foods
	Plans for changes in weather, e.g. brings umbrella
<i>Domestic</i>	Is careful around things that can burn him
	Puts away his books or toys when he's done using them
	Does at least 2 simple chores
	Takes off/wipes dirty shoes before going inside
	*Knows what to do in dangerous situations, when to get help, call 911, get away from danger
	Cleans floors, e.g. sweeps, vacuums, mops
	Secures home when he leaves
	Uses oven for cooking/baking
	Cleans bathroom
	Notifies when simple tasks around house need to be done, e.g. replace light bulbs
	Prepares full meal w/ 3+ food items
<i>Community</i>	Tells time using digital clock
	Avoids dangerous/risky activities or situations
	*Sets short term/long term goals
	Combines coins to make specific amount
	Finds a phone number
	Watches/listens to news for current events
	*Keeps money, phone, etc. Secure when away from home, stores w/o losing
	Uses technology for at least 2 types of tasks
	*Understands right to vote, stop or start service, report problem w/ product, and right to records and other information about himself
	Considers quality/price when buying item
	Checks change to make sure its correct
	Calls if he'll be late to school/appointment
	Plans for daily/monthly expenses and sticks to the plan
	Uses bank account/credit/debit card responsibly
	Buys groceries/household supplies when needed
	Has held a job (10+ hours/week) for at least a month
SOCIALIZATION	
<i>Interpersonal Relationships</i>	Makes good eye contact
	Talks w/ appropriate loudness, speed, and level of excitement
	Keeps proper distance from others
	Talks about shared interest
	Gives cards/gifts to family members on special occasions
	Plans fun activities w/ 2+ things arranged (e.g. birthdays)

Estrada, Larry
12.11.2019
Page 31 of 54

<i>Play and Leisure</i>	Gets schedule information (movies, sports events, concerts, etc.)
	Goes places w/ others his age during the day w/o supervision
<i>Coping Skills</i>	Thinks through consequences before doing things

MOTOR SKILLS

<i>Gross Motor</i>	Runs smoothly, changing speed and direction
<i>Fine Motor</i>	Makes complex creations, e.g. building toys, assembly sets, arts and crafts materials

Patricia Pace Interview
 09.29.2017

Description	Details	AAIDD
Current Details	Interviewed in English Kindergarten & 1 st grade <ul style="list-style-type: none"> Monarch school for Neurologically Impaired Regular and Special Needs teacher Principal <ul style="list-style-type: none"> Administered over 35,000 students Started following case 15 years ago	N/A
History	<ul style="list-style-type: none"> Very first year he came in a month late; only one apartment complex in a "comfortable area." Fell in love w/ this disadvantaged child, I bonded w/ him immediately, something about him, we gravitated to each other 	5a 2b, 4
Socially	<ul style="list-style-type: none"> He never really fit in, a bit of a loner, very lonely/flat kid Never clean, poor clothes, smelled regularly, always hungry, truly disadvantaged 	2b, 4, 5a 2c, 3, 4, 5a, 5b
Cognitive	<ul style="list-style-type: none"> Seemed to read early, despite this he was very flat <ul style="list-style-type: none"> but not comprehended – he just called words He struggled w/ math He was not engaged Today we would call him learning disabled 	1, 2a 1

Patricia Pace Vineland-3:

DOT: 09.29.2017 by AEP – "From perspective of K and 9th grade"

Only scores of "0" are represented in the table below

*Questions are combined

COMMUNICATION	
<i>Receptive</i>	*Pays attn. to show for at least 30-60 min and understands what is happening Understands sarcasm
<i>Expressive</i>	Says 1-word answers, e.g. "want, more, open" Says his complete address correctly when asked
<i>Written</i>	Understands visual instructions *Writes reports/summaries and/or emails, stories, or letters at least 3 sentences Reads at 4 th + grade level Uses internet/library to find information Fills out paper/electronic forms Writes business/application letters
DAILY LIVING	
<i>Personal</i>	Washes/dries hair/face Changes clothes that have gotten dirty, wet, muddy, or smelly

Estrada, Larry
12.11.2019
Page 33 of 54

	Buttons small holes in correct holes
	Finds and uses proper restroom away from home
	Knows which foods are healthy/unhealthy
	Chooses exercise for health/enjoyment
<i>Domestic</i>	N/A – not administered
<i>Community</i>	Says the current days of week/date on calendar when asked
	Knows value of change (penny, dime)
	Avoids dangerous situations/ acts safely when working/having fun
	Uses money to make small purchases
	*Sets short/long term goals
	Get up on time when needed
	Uses clock to keep track of time
	Finds phone number
	Carries money safely
	*Understands rights: right to vote, report problem w/ product, start/stop service/see records or information about self
	*When needed travels alone to familiar/new places
	Uses map
	Checks changes after purchase
	Plans ahead for expenses
	Calls if he'll be late to school/appointment
	Has held job (10+ hours/week) for 1 month
	Buys groceries/household supplies
	Pays for daily expenses/bills on time
SOCIALIZATION	
<i>Interpersonal Relationships</i>	Shows at least 3 different emotions ***Note: Flat
	Gives affection to people he knows
	Makes good eye contact
	Talks w/ right loudness, speed, and level of excitement
	Imitates activity several hours after watching someone do it
	Tries to make new friends his age
	Starts small talk
	Congratulates people when good things happen
	Talks w/ others w/o interrupting or being rude
	Chooses friends w/ good qualities
	Talks/starts conversations w/ others about things they are interested in
<i>Play and Leisure</i>	Plays w/ at least 1+ child for 30 min w/ supervision
	Copies child playing nearby, even though they are not playing together
	Would rather play w/ other children than watch them or play alone
	Shares toys/other things when told
	Plays make-believe
	Moves away from children who try to hurt/destroy things
	Asks others to play or spend time together
	Goes to places w/ others his age during day/night w/o supervision

Estrada, Larry
 12.11.2019
 Page 34 of 54

<i>Coping Skills</i>	Plays w/ others at games that need decisions/skills
	Plans fun activities w/ 2+ things arranged (e.g. birthdays)
	Gets schedule information (movies, sports events, concerts, etc.)
	Changes easily b/w activities
	Remembers to say <i>please</i> and <i>thank you</i>
	Handles changes in regular routine w/o getting upset
	Copies others' behavior when he doesn't know how to act
	Follows time limits
	Thinks though consequences
	Keeps others from controlling/taking advantage of him
	Stays away/leaves relationship where someone may get hurt
	Understands friendly person might take advantage of him
	Understands advertising may not be true
	Let's you know about plans when he goes out
MOTOR SKILLS	
<i>Gross Motor</i>	Only scores of 2
<i>Fine Motor</i>	Only scores of 2

DOT: 09.29.2017

Description	Details	AAIDD
Current Details	<p>Interviewed in English</p> <ul style="list-style-type: none"> Teacher <ul style="list-style-type: none"> Special ed., 7th and 8th In general class setting LD Some behavioral, reading, writing, and comprehension Met Marcial who was w/ Juana; her family had a restaurant <ul style="list-style-type: none"> He thought of Marcial as his father (actually not his father) Lived w/ Marcial ~10-12 Worked at restaurant, bussed tables on Friday nights and weekends <ul style="list-style-type: none"> She and Marcial would pick him up and take him back Saw them on weekends & holidays extended family including her mother 	<p>5a</p> <p>5a 2c, 4, 5a</p>
Positive	<ul style="list-style-type: none"> Obedient Trustable Helpful to customers Enjoyed job Sweet kid Always easy going Happy Kind heart Always willing to help Appreciation of whatever you give him Always wanted to please others He had a good heart 	2a, 2c, 4, 5b
Negative	<ul style="list-style-type: none"> Juana made Marcial's life difficult – did not put kids first, especially after she became Jehovah witness 	5a
Ψ	<ul style="list-style-type: none"> Some difficulties with sorting Being comfortable with customers Didn't like to read So easily influenced No friends Couldn't learn Spanish Mostly did simple repetitive task at work Marcel had to explain things to him in a concrete way 	
Δ	<ul style="list-style-type: none"> Moved to Spring Branch, lost real track of him in 8th grade <ul style="list-style-type: none"> Bad section of town Marcial had less influence He got a wrong family 	5a

Sergio Estrada Interview

09.29.2017

Description	Details	AAIDD
	Interviewed in Spanish and English <ul style="list-style-type: none"> • Knew Larry around ages 13-16/17 • Cousin, distant, his mom and my mom are cousins • As kids growing up, we knew each other and hung out a lot especially in high school when we played football (JV) and video games also some basketball • HS and some college, Navy 10 years, E5, Officer, 2nd class turbines 	5a 2b, 3, 4, 5a
Negative	<ul style="list-style-type: none"> • Easily influenced by people (especially wrong people) hung out w/ bad cousins who were robbing stores and banks (we then went separate directions); I was a junior in HS • He wasn't very bright, he was very slow, it took him a while to figure out simple stuff and I had to help him w/ his: <ol style="list-style-type: none"> 1. Homework 2. Math/ change (money) at store 3. Application for jobs 4. He was constantly yelled at by the coach, he needed him b/c he was big 5. Whereas he shot, at dribbling he was mediocre, but he couldn't follow the basketball rules. He said that Sergio Estrada changed the rules 	2a 1, 2a, 2c
Δ	<ul style="list-style-type: none"> • Regular to gangster wannabe in one day <ul style="list-style-type: none"> ◦ My other cousins were in gangs for easy money, but too dumb to realize right from wrong even to this day • His brain doesn't function like normal human being 	2b 5a

Sergio Estrada Vineland-3

Administered 09.29.2017 by AEP

Only scores of "0" are represented in the table below

*Questions are combined

COMMUNICATION	
<i>Receptive</i>	*Pays attn. to 30-60 min story/ informational talk and understands context
	*Remembers when told to do something right after/after in day
	Follows L and R directions
	Understands sarcasm
<i>Expressive</i>	Tells basic parts of well-known story (e.g. characters, ending)
	Uses <i>behind</i> , <i>in front of</i> , and <i>in b/w</i> in sentences
	Uses 2-part sentences joined w/ <i>and</i> or <i>but</i>
	Says something in different way if someone is having trouble understanding
	Gives complex directions
<i>Written</i>	Uses table of context/index to find something

Estrada, Larry
12.11.2019
Page 37 of 54

	Checks/corrects own work before handing it in
	Writes papers at least 1 page long in own words
	Reads at 9 th + grade level
	Fills out paper/electronic form
	Writes business/application letter
DAILY LIVING	
<i>Personal</i>	Chooses exercise for health/enjoyment
	Goes to doctor b/c of injury/illness
	*Takes medicine/temperature as directed
<i>Domestic</i>	Puts toys/books away
	Takes off dirty shoes in house
	*Does laundry/ puts clean clothes away where they belong
	Hangs wet towel
	Washes fruits/vegetables before eating/preparing
	Careful w/ household appliances/equipment
	Cleans bathroom
<i>Community</i>	Knows difference b/w dollar bills
	*Sets short/long term goals
	Combines coins to make certain amount
	Finds a phone number
	Carries money safely
	*Understands rights: right to vote, report problem w/ product, start/stop service/see records or information about self
	*When needed, travels alone to familiar/new places
	Has worked to earn money outside of family
	Uses map
	Checks changes after purchase
	Plans ahead for expenses
	Calls school/work if absent
	Has held job (10+ hours/week) for 1 month
	Buys groceries/household supplies
	Pays for daily expenses/bills on time
SOCIALIZATION	
<i>Interpersonal Relationships</i>	Talks with right loudness, speed, and level of excitement
	Chooses friends w/ good qualities
	Picks up hints in conversations
<i>Play and Leisure</i>	Plays games w/ others where players keep score
	Gets schedule information (movies, sports events, concerts, etc.)
	Goes out during day/night w/ people his age w/o supervision
<i>Coping Skills</i>	Understands person maybe acting friendly to take advantage
	Understands advertising may not be true
	Let's you know plans/where he is going

Estrada, Larry
12.11.2019
Page 38 of 54

MOTOR SKILLS	
<i>Gross Motor</i>	Runs smoothly, changing direction and speed
<i>Fine Motor</i>	Makes complex creations using building toys, assembly sets, etc.
	Ties secure bow

Estrada, Larry
12.11.2019
Page 39 of 54

Claudia Gutierrez Interview
09.30.2017

Description	Details	AAIDD
	<p>Interviewed in Spanish</p> <ul style="list-style-type: none"> • Tía hermana • No la había visto por 1.5 años, carta • Casada • 3 hijos <ul style="list-style-type: none"> ○ Tumor del cerebro, inoperable con epilepsia • 1 nieta • México, Tuxpan, casada con 1 hijo <ul style="list-style-type: none"> ○ Vivió casi un año (no completo) ○ Pasó el año en la escuela, 10-11 años <ul style="list-style-type: none"> ▪ (paso el cumpleaños en México) • Antes: regular contacto por teléfono <p>Después: infrecuentemente físicamente</p>	<p>2a, 5b</p> <p>2b</p>
A los 10	<ol style="list-style-type: none"> 1. Se hacía pipi en la cama 2. No podía amarrar los zapatos (Ø el nudo) <ol style="list-style-type: none"> a. Ella se los amarraba 3. Tenía que ayudarlo mucho 4. En la escuela, tenía que ponerlos presentables <ol style="list-style-type: none"> a. Por ejemplo, los botones en las camisas eran incorrectos, el cuello para un lado, etc. 5. Arriba de la camisa, no se ponía la chaqueta al revés 6. Los zapatos al revés 7. Otra vez un tenis de mi hija y otra era de Sergio 8. Sus grados eran bajos (tiro su libreta), los grados no eran nada buenos para el tercer grado; 60, 65, 70; ninguno más de 79; Ø = 80s, 90s, 100s 9. Cuando regreso, falló un grado en Houston 10. En total, “no tan normal,” muy despacio, no le importaba o pensaba si las cosas no estaban bien – bien o mal hecho igual 11. No evitaba cosas peligrosas 12. A los 16, él todavía tenía dificultades con cosas simples (e.g., montar caballo) <ol style="list-style-type: none"> a. Le hablaba a el caballo como si fuera una persona b. Él decía que el caballo no lo entendía 13. Story of cop 	<p>3, 5a 2c</p> <p>2b, 2c, 4, 5a</p> <p>2c 2c</p> <p>1, 2a</p> <p>2a, 2c, 4 1-5</p> <p>2a</p> <p>2a, 2c</p>
	<ul style="list-style-type: none"> • No es normal, no razona • Estaba bien con supervisión 	
Δ	Orphan – sin madre o padre	

Estrada, Larry
12.11.2019
Page 40 of 54

Administered 09.29.2017 by AEP; Referenced Larry at 10-11 years old

Only scores of "0" are represented in the table below

Following table is translated from Spanish to English

*Questions are combined

COMMUNICATION	
<i>Receptive</i>	*Follows directions for: "if-then", 2 things that go together, same thing but 2 different objects, 2 things that don't go together, 3-step directions, and L and R
	*Answers questions using "why" and "when"
	*Pays attn. to show for at least 60 min show/15-30 min informational talk and knows context
	*Follows directions when told to do something right after/after that day
	Understands sarcasm
<i>Expressive</i>	Uses pronouns <i>you, he, she, him, and her</i> to refer to others
	Uses two-part sentences using <i>and</i> or <i>but</i>
	*Gives complex directions w/ 3+ steps
<i>Written</i>	Copies sentences w/ 4+ words w/o errors
	Reads at 2 nd + grade level
	*Write simple papers, letters, notes, emails 3+ sentences
	Understands simple tables and graphs
	Uses table of contents/index
	Checks/corrects work before handing it in
	Uses internet or library to find information
	Writes/draws instructions for others
	Fills out electronic form
	Write business application/letter
DAILY LIVING	
<i>Personal</i>	Feeds himself w/o spilling
	Washes and dries hands w/ soap
	Puts on his shoes
	*Knows exercise is good for people/ exercises for health/enjoyment
	*Spreads/cuts easy/harder-to-cut food w/ knife
	Bathes/showers/dries himself
	Selects proper clothing based on weather
	*Knows which foods are healthy/unhealthy and eats healthy foods
	*Takes medicine/temp when directed
	Keeps track/refills medicines
<i>Domestic</i>	N/A
<i>Community</i>	Knows name for change (nickel, dime, penny)
	Looks both ways when crossing the street
	Knows how to make call in emergency
	Knows differences of dollar bill values
	*Sets short/long term goals

Estrada, Larry
12.11.2019
Page 41 of 54

	Combines coins to make specific amount
	Gets up on time when needed
	Keeps money, phone, wallet, secure when out
	*Uses technology for at least 2 tasks/social interaction
	*Understands rights: right to vote, report problem w/ product, start/stop service/see records or information about self
	Considers quality and price of item
	Counts change after purchase
	Uses map
SOCIALIZATION	
<i>Interpersonal Relationships</i>	Uses words to express feelings
	Imitates activity after several hours of watching someone else do it
	Keeps friends over time
	Give cards/presents to family/friends on special occasions
	Talks with others w/o interrupting/being rude
	Starts small talk when he meets new people
	Chooses friends with good qualities
	Stays on topic in conversations
	Talks w/ others about things they are interested in
	Realizes when someone needs something explained in order to follow what he's saying
	Does things he'd want friends to do
<i>Play and Leisure</i>	Picks up hints in conversations
	Moves away from children trying to destroy things/hurt others
	Joins group when they let him know w/ words he's welcome
	Plays w/ children w/o supervision
	Gets together w/ 2+ others his age at someone's home
	Follows rules in games/sports
	Plays w/ other w/ games that need decisions and skill (board games, monopoly)
	Plans ahead to do things with people his age
	Plans fun activities w/ 2+ things arranged (e.g. birthdays)
	Gets schedule information (movies, sports events, concerts, etc.)
	*Goes places w/ others his/her age during the day/night w/o supervision
<i>Coping Skills</i>	Handles changes in regular routine w/o getting too upset
	Apologizes after small mistake
	Comes home when told
	Thinks through consequences of actions
	Respects others' time
	Understands person acting friendly maybe taking advantage
	Understands advertising might not be true
MOTOR SKILLS	
<i>Gross Motor</i>	Hops on 1 foot at least once w/o falling
	Hops forward on 1 foot w/ ease w/o holding onto anything

Estrada, Larry
12.11.2019
Page 42 of 54

<i>Fine Motor</i>	Rides balanced bike w/ training wheels at least 10 feet
	Catches tennis ball from 10 feet away
	Ties a knot
	Cuts out complex shapes
	Ties secure bow
	Works w/ very small objects

Juana Sowers "Yanez" Interview
09.30.2017

Description	Details	AAIDD
	Interviewed in Spanish Relación: Madre – 08.22.1960 Papel como madre en "todo," de comer a el doctor a la escuela; le di lo básico	2b, 5a
Historia	<ul style="list-style-type: none"> ♀ Florencia Estrada – nos crio, 12 años en total, murió, intacto ♂ Timoteo Yanez – no parte de la vida de ella <p>Yanez - Típico de allí, andaba sin bañar, cultivan para vivir, éramos pobres</p> <p>Escuela – no fue nada; e.g., x2/meses en burro al otro pueblo, uso papeles para escribir, puede leer un poco, un poco menos escribir</p> <p>Abuso – nos pegaban, éramos traviesos, nos daban duro cuando hacíamos algo malo</p> <ul style="list-style-type: none"> Marcelo, padre de Sergio, no tan bueno, alcohólico <ul style="list-style-type: none"> No me pego mucho X2/X3 Matías, él en una casa, yo en la mía <ul style="list-style-type: none"> trabajábamos juntos, nada más sexo -> bebito -> Ø "muchos" David, otro, nada más hizo un bebe, no relación 	2b 2c, 5a 2a 2b, 3, 5a, 5b 2b, 5a
Px4	<ul style="list-style-type: none"> X1 Sowers No me fue bien, tomaba mucho Él era pegado a su padre, no trabajaba bien Dejo la familia, él le pegaba 	2b, 3, 5a, 5b
Hijos	<ul style="list-style-type: none"> David (muerto) - ahogo en el baño, bañándose con Larry <ul style="list-style-type: none"> Él se metió él solo Afecto Larry, estuvo gritando Larry Sergio <ul style="list-style-type: none"> Está mal de la mente, Ø comunicación, enojada, resentido Kirk 	3, 4, 5a 2b, 5b 2b, 5b

Estrada, Larry
12.11.2019
Page 43 of 54

	<ul style="list-style-type: none"> ○ Mucho sueño, muy despacio, calmado, estudia, Ø trabajo • Jamie <ul style="list-style-type: none"> ○ ♀ trabaja, más responsable, regresar a la escuela • Brian <ul style="list-style-type: none"> ○ Navy, diamante de la familia, tiene el cerebro ○ buenas metas, me da pena, no puedo comunicarme con él 	2b, 5b 2b, 5b
Larry	<ul style="list-style-type: none"> • Positivo <ul style="list-style-type: none"> ○ Es buen muchacho, acepta su situación, era un niño bueno, nunca se peleaba con nadie ○ Cuidaba sus hermanos ○ No reprobó ningún año • Negativo <ul style="list-style-type: none"> ○ No arreglaba su cuarto ○ Quería dormir mucho ○ Fácil como la gente podía controlarlo ○ Muy difícil para manejar 	2b, 4 1, 2a 2c 2c, 3, 5a 2b 2b, 4
Work	Limpieza, restaurant, sigue trabajando	2c, 4
PX4	<ul style="list-style-type: none"> • No me ha ido bien • No sé por qué; una pregunta muy difícil <ul style="list-style-type: none"> ○ ¿Muy rebelde? ○ ¿Mala chamaca? ○ ¿No hay hombre para? ○ ¿Nadie esta serio conmigo? ○ ¿No creo en hombres? 	1, 2a, 2c, 4, 4a, 5b
Violar	<ul style="list-style-type: none"> • No violan; pero sexo a golpes, si <ul style="list-style-type: none"> ○ Empezó a los 10, seguro antes de los 13 ○ Mi mente no está bien 	

Estrada, Larry
12.11.2019
Page 44 of 54

Appendix C: Affidavits RE Larry Adaptive Domains

Materials in Bold are included as part of the table.

* This informant did not provide sufficient information regarding Mr. Estrada's adaptive functioning and for such reason were not included in the following table.

Affidavits

- a. **Andrew Deleon Jr.**
- b. **Patricia Pace**
- c. **Michael Hamling**
- d. **Helen Rodriguez**
- e. Elvia Carrillo*
- f. **Belinda Deleon**
- g. Cipriano Ocampo*
- h. Mario Estrada (in Spanish & English) *
- i. **Sergio Antonio**
- j. Bernado Estrada*
- k. **Maurino Estrada (in Spanish & English)**
- l. **Teresa O'Campo (in Spanish & English)**
- m. Flora Estrada (in Spanish & English) *
- n. **Claudia Gutierrez**

Date	Description	Source
03.04.2016	<p>Andrew Deleon, Jr. – Close childhood friend and neighbor at trailer park</p> <p>CONCEPTUAL SKILLS</p> <p><i>Functional Academics</i></p> <ul style="list-style-type: none"> Struggled w/ basic concepts – e.g. sports rules, counting change, understanding big picture of conversation <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> Went to school, work, & hung out w/ Andrew daily Stayed at Andrews to get away from his own violent house Didn't know when people were taking advantage of him Didn't instigate fights <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> Wanted to fit in badly - follower Would do anything for someone he thought was his friend Quiet, didn't speak around other people; socially awkward Became friends' w/ cousins in gang – dressed like them "Most people know how to read other and avoid being manipulated. Larry didn't have that ability" <p><i>Leisure</i></p> <ul style="list-style-type: none"> Walked around trailer park, went to others' houses, & played video games <p>PRACTICAL SKILLS</p> <p><i>Daily Living and Personal Care</i></p>	15a

Estrada, Larry
12.11.2019
Page 45 of 54

Date	Description	Source
	<ul style="list-style-type: none"> Stepfather, Scott, was alcoholic – would yell at LE even if he didn't do anything wrong <ul style="list-style-type: none"> Only affection in house was b/w Larry and his brother and sister <p><i>Work/School</i></p> <ul style="list-style-type: none"> Hard worker – went to work right after school 	
03.04.2016	<p>Belinda Tovar – <i>Mother of lose childhood friend, Andrew Deleon, & neighbor at trailer park</i></p> <p>CONCEPTUAL SKILLS</p> <p><i>Functional Academics</i></p> <ul style="list-style-type: none"> Needed to be shown how to do tasks <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> Didn't think he was able to tell someone's intentions Not a planner/problem solver – didn't think about the future Didn't have abilities to make good decisions & be a forward thinker <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> Confided in Belinda about his home life (Scott's abuse) <p>PRACTICAL SKILLS</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> Respectful – would say “ma'am” & “sir” <p><i>Daily Living and Personal Care</i></p> <ul style="list-style-type: none"> Didn't mind rules in the house Struggled w/ hygiene - clothes were dirty – didn't know how to do laundry Didn't know how to cook or clean <p><i>Work/School</i></p> <ul style="list-style-type: none"> Her son would have to make sure LE was awake for school 	15f
03.08.2016	<p>Michael Hamling – <i>7th grade history teacher and 8th grade football coach</i></p> <p>CONCEPTUAL SKILLS</p> <p><i>Functional Academics</i></p> <ul style="list-style-type: none"> Could do basic tasks but not good at problem solving <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> “The chances that things were going to turn out well for him were slim” <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> “Wanted to belong” ... “be part of the team” ... “fit in” Very easily influenced School – quiet and kept to himself <p>PRACTICAL SKILLS</p>	15c

Estrada, Larry
12.11.2019
Page 46 of 54

Date	Description	Source
	<p><i>Daily Living and Personal Care</i></p> <ul style="list-style-type: none"> • Clothes were clean <p><i>Work/School</i></p> <ul style="list-style-type: none"> • Football <ul style="list-style-type: none"> ○ Kept his head down and “worked hard” ○ Not talented but followed orders • School <ul style="list-style-type: none"> ○ TAAS reflected struggle w/ basic functioning - missed min requirements for grade ○ Barely passed history <ul style="list-style-type: none"> ▪ Grade was b/c of lack of understanding material, not lack of effort 	
03.04.2016	<p>Patricia Pace – <i>Kindergarten and 1st grade teacher at Hancock Elementary</i></p> <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> • Desperately wanted to please people – do anything for approval • “Sweet and sensitive” • Took even small criticisms hard <p>PRACTICAL SKILLS</p> <p><i>Daily Living and Personal Care</i></p> <ul style="list-style-type: none"> • Clear he was poor <ul style="list-style-type: none"> ○ Had nothing for school – no backpack or supplies • Knew he was abused - showed Pace bruises • Overweight – clothes didn’t fit • Came to school dirty and smelled • Always came to school alone <p><i>Work/School</i></p> <ul style="list-style-type: none"> • TAAS – didn’t pass minimum standards of what students are expected <ul style="list-style-type: none"> ○ “Fell through the cracks” • For the most part, had good attendance 	15b
03.04.2016	<p>Helen Rodriguez – <i>Married to Marcial Perez, biological father of LE’s younger brother, Sergio. Knew LE since he was 5, would stay w/ them during summers</i></p> <p>CONCEPTUAL SKILLS</p> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • “It’s like the part of LE’s brain that controls judgment did not function normally” • Couldn’t see consequences or the future – only present <ul style="list-style-type: none"> ○ Couldn’t take one experience and apply it to the next experience ○ He only saw what was right in front of him at the moment. • Emotional growth and maturity were stunted <p><i>Language/ Literacy</i></p> <ul style="list-style-type: none"> • Was not fluent in Spanish when he was sent to Mexico for 1 year <p>SOCIAL SKILLS</p>	15d

Estrada, Larry
12.11.2019
Page 47 of 54

Date	Description	Source
	<ul style="list-style-type: none"> • Never talked back or argued • Gullible and easily influenced – could be convinced to do anything • Larry was also extremely innocent and naïve. • Larry could be lured down a bad path but not even notice what was happening until it was too late. • Cared about making others happy and proud of him - “Wanted to be accepted” • Innocent and naïve • He couldn’t see ahead to where he would end up if he followed a certain course of action. Larry understood what was in the moment and could not see the bigger picture. • <i>Social Judgement:</i> <ul style="list-style-type: none"> ○ It’s like the part of the brain that controls judgement did not function. ○ Larry couldn’t read people and understand relationships <p>PRACTICAL SKILLS <i>Daily Living and Personal Care</i></p> <ul style="list-style-type: none"> • Never saw him drive or take the bus • Cleaned up after himself after dinner when staying w/ Helen • Could do very simple tasks around the house <p><i>Work/School</i></p> <ul style="list-style-type: none"> • Worked as busboy for ~ 3-4 years in restaurant Helen’s father owned. He started working there when he was around age 13. <ul style="list-style-type: none"> ○ Worked hard and took pride ○ Trustworthy and obedient at work – eager to please • Examples of intellectual functioning at work: <ul style="list-style-type: none"> ○ Couldn’t answer questions customers would ask on his own ○ Needed to be told what molds different utensils needed to go in ○ Struggled w/ sequencing ○ Focused on task at hand but struggled switching tasks • “Significant intellectual limitations” in school. • She gives some examples as how he has difficulty processing information and compares him to the children she teaches. • Larry needed someone to walk him through a multistep process at work, even if the task was simple 	15d
02.12.2017	<p>Sergio Antonio Estrada – Cousin and friend of LE</p> <p>CONCEPTUAL SKILLS <i>Self-Direction</i></p> <ul style="list-style-type: none"> • Difficult to keep attention on one thing – too distracted by playing • No direction – lived one day at a time • Fell into group of friends who were in gangs <p><i>Functional Academics</i></p> <ul style="list-style-type: none"> • If card was rejected at store, LE would use trial and error (put few things back and run card again) rather than subtracting from total amount 	15i

Estrada, Larry
12.11.2019
Page 48 of 54

Date	Description	Source
	<ul style="list-style-type: none"> • Trouble counting change – would try but was slow • Didn't budget – would either buy a lot of junk food or nothing at all • Copied Sergio's answers on job applications <p><i>Language/ Literacy</i></p> <ul style="list-style-type: none"> • Spoke & understood Spanish poorly–Most Mexican kids were proficient at 90%, LE at 20% • When they went to Mexico, Sergio had to translate for LE • Struggled managing two languages at once – mixed languages • Poor grammar and underdeveloped vocabulary in English • Stuttered a bit <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> • “Very friendly, gullible, easily convinced, and desperate to fit in” • No male figure to look up to <ul style="list-style-type: none"> ◦ Looked up to Uncle Albertano (drank, smoked, and harsh to LE) • Didn't talk back or argue w/ mother • Played basketball w/ adults who drank and called him overweight – Couldn't defend himself and Sergio had to protect him • Shy at first (avoid eye contact) but trusted quickly if said right things • Trouble understanding jokes • Conversations were only about sports, events in school, and video games • Shy and awkward around girls, struggled approaching them <p><i>Leisure</i></p> <ul style="list-style-type: none"> • Played video games and basketball together and soccer w/ other family <ul style="list-style-type: none"> ◦ Sergio explained rules several times, LE wouldn't fully understand <p><i>Behavior and Emotion</i></p> <ul style="list-style-type: none"> • Seemed depressed • “I believe Larry would not be where he is today if not for his intellectual disability” <p>PRACTICAL SKILLS</p> <p><i>Work/School</i></p> <ul style="list-style-type: none"> • Slow learner – Sergio helped w/ biology and English • Larry often ran late, if he was doing something fun, he didn't remember that he needed to be somewhere else. <p><i>Daily Living and Personal Care</i></p> <ul style="list-style-type: none"> • Didn't cook – ate junk food • LE was responsible for cleaning apartment but never did - Apartment was dirty & chaotic 	15i
02.13.2017	<p>Maurino Estrada – Cousin of JES; Hired LE to lay carpets when Larry was about 15-16</p> <p>CONCEPTUAL SKILLS</p> <p><i>Functional Academics</i></p> <ul style="list-style-type: none"> • “Living his life w/out any direction” 	15k

Estrada, Larry

12.11.2019

Page 49 of 54

Date	Description	Source
	<p><i>Self-Direction</i></p> <ul style="list-style-type: none"> Started hanging out w/ boys in gangs and stopped going to school <p><i>Language/Communication</i></p> <ul style="list-style-type: none"> Understood LES in Spanish but only responded w/ simple answer Didn't have conversations w/ Maurino Ability to speak and understand more than basic Spanish was very poor Would repeat sentences in English when he was asked to do something <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> Did what he told him to do When they made fun of him "Larry never defended himself or said anything in reply" "We did not have conversations" <p><i>Behavior and Emotion</i></p> <ul style="list-style-type: none"> Calm, fearful, and confused as boy <p>PRACTICAL SKILLS</p> <p><i>Work/School</i></p> <ul style="list-style-type: none"> Was only given small tasks b/c he couldn't afford to let LE do other jobs <ul style="list-style-type: none"> Was slow and took more time to learn skills and correct tool names 	15k
02.14.2017	<p>Teresa Ocampo Estrada – Married to LE's uncle, Tiberio Estrada</p> <p>CONCEPTUAL SKILLS</p> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> Was told relatives were in gangs, they couldn't be trusted, he was friends w/ them anyway <p>SOCIAL SKILLS</p> <ul style="list-style-type: none"> Avoided eye contact when speaking Did not seem to have friends. He was shy and meek <p><i>Behavior and Emotion</i></p> <ul style="list-style-type: none"> Shy and meek Looked sad – sullen appearance <p>PRACTICAL SKILLS</p> <p><i>Communication</i></p> <ul style="list-style-type: none"> Seemed to understand Spanish when she told him something, but would look confused if she asked him a question "We laughed at Larry because he didn't speak Spanish fluently. Larry talked principally to ask for simple foods, but he couldn't get those words out." Larry spoke to ask for food, but even then, couldn't get the words right 	151

Estrada, Larry

12.11.2019

Page 50 of 54

Date	Description	Source
	<ul style="list-style-type: none"> • Tried to talk to LE about gangs in Spanish – doubted he would've understood even in English <p><i>Daily Living and Personal Care</i></p> <ul style="list-style-type: none"> • Would walk w/ Sergio (brother) to Teresa's house to eat • Was alone b/c JES was working 	15l
06.2019	<p>Claudia Gutierrez- <i>Mr. Estrada's maternal aunt</i></p> <p>CONCEPTUAL SKILLS</p> <p><i>Academic Performance:</i></p> <ul style="list-style-type: none"> • Larry had trouble with basic school assignments • He had trouble following rule/understanding how to complete a pattern. A difficulty that did not seem to extrapolate to other children in his classroom. • He had trouble with Basic School assignments. • Even when instructions were clear, and he read these instructions Larry was not able to do it with some extra help from his aunt. • She shared that Larry continued to struggle even though the school was in English. • Larry struggled in math assignments. When he returned to the US Juana had to put Larry in tutoring for math. Claudia is unsure how aware her sister was aware of Larry's deficits and how much help he needed doing schoolwork. • When talking about how he struggled with basic concepts she added that on his birthday there was a cake that was meant to be shared with family members and Larry did not understand that the small cake was not big enough to be shared with his friends. • Larry regularly wet the bed when he was age 10. After wetting his bed Larry would take of his pants but stay with the dirty underwear. Claudia shared that if she left it up to him, he would go to school with the dirty underwear. <p>PRACTICAL SKILLS:</p> <ul style="list-style-type: none"> • Larry was not good at counting money; I could not trust he would get the right change • When helping her with the dishes the dishes would break and instead of telling his aunt he would just hide. • She shared that Larry shine the school shoes and that this was a task that he did do well, however she had to constantly remind him how to do it. She had to hand him the supplies and give specific instructions as to what he had to do. She had to constantly check his work. • Larry struggled with simple tasks. Claudia gave examples such as the difficulty Larry had properly putting his shoes on and tying his shoes. She shared that still at age 10 Larry struggled with properly tying his shoes. He put mismatch shoes. • Claudia also shared that he had difficulty walking around or getting somewhere on his own, he would get lost. 	15n

Estrada, Larry

12.11.2019

Page 51 of 54

Date	Description	Source
	<p><i>Work:</i></p> <ul style="list-style-type: none"> • Larry confided in his aunt that he got confused at work, doing carpeting. Larry could not get the techniques right even after he was instructed in how to do it several time. His coworkers would make fun on him because of that. Larry felt humiliated. He also told his aunt he never understood how to measure the carpet to fit accordingly into the room. His other coworkers that were his same age were able to do it. • When working at the restaurant Larry was given simple tasks, such as putting ice in the cups, so they were ready for the waiters. <p>SOCIAL SKILLS</p> <p><i>Naïve:</i></p> <ul style="list-style-type: none"> • When Larry had to ride a horse and could not get off. When the horse made it to where he would normally eat corn Larry was able to get off. Larry asked how the horse knew when to stop so he could get of he did not understand that the horse simply went to get food and wasn't thinking about how to help him get off. • Larry was naïve. Claudia shared an event in which he was taken advantage of, he ended up trading a \$25.00 baseball cap for 20 pesos and still thought he owed 200 pesos to the children. • She also shared a he had another job in which he was paid with flowers/ • He was so naïve he didn't believe his cousins would do anything to harm him. 	

Estrada, Larry
12.11.2019
Page 52 of 54

Appendix D: Definition of Intellectual Disability

1. American Association of Intellectual and Developmental Disabilities (AAIDD)
2. Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5)
3. International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD-10)

Description	Source
<p>American Association of Intellectual and Developmental Disabilities (AAIDD)</p> <ul style="list-style-type: none"> • Intellectual Disability (ID) characterized by significant limitations in both intellectual functioning and adaptive behavior <ul style="list-style-type: none"> ○ Originates before age 18 • Intellectual functioning “refers to general mental capacity, such as learning, reasoning, problem solving, and so on.” <ul style="list-style-type: none"> ○ IQ score of around 70 or as high as 75 indicates a limitation in intellectual functioning. • Adaptive behavior is the collection of conceptual, social and practical skills that are learned and performed by people in their everyday lives • Textbook available titled “The Death Penalty and Intellectual Disability” <ul style="list-style-type: none"> ○ Application of diagnostic information concerning ID and death penalty cases ○ Court rejected IQ test score of 70 as a cutoff for determining ID • Individuals with ID in the criminal justice system are often: <ul style="list-style-type: none"> ○ Unrecognized as having a disability ○ Victimized at high rates ○ Denied redress ○ Denied due process ○ Discriminated against in sentencing, confinement and release 	1
<p>Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5)</p> <ul style="list-style-type: none"> • ID involves impairment in intellectual functioning (general mental abilities) and adaptive functioning (conceptual, social, practical) “in comparison to an individual's age-, gender, and socioculturally matched peers. Onset during the developmental period” • Affects approx. 1% of the population <ul style="list-style-type: none"> ○ Of these 85% have mild ID • Full scale IQ test scores are no longer required for diagnosis • Standardized testing is required as part of the diagnostic assessment • IQ score of 70-75 indicates a significant limitation, the IQ score must be interpreted clinically in the context of impairments in general mental abilities • Emphasizes need to use both clinical assessment and standardized testing 	2
<p>International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD-10)</p> <ul style="list-style-type: none"> • Mental Retardation (MR) characterized by impairment of skills manifested during the developmental period <ul style="list-style-type: none"> ○ Impairment of cognitive, language, motor and social abilities ○ Diagnosis should be based on current levels of functioning 	3

Estrada, Larry

12.11.2019

Page 53 of 54

- | | |
|---|--|
| <ul style="list-style-type: none">○ Can occur with or w/o another physical/mental disorder● MR individuals are at a greater risk for exploitation and physical/sexual abuse● Adaptive behavior is always impaired● For diagnosis there should be reduced level of intellectual functioning resulting in diminished ability to adapt to the daily demands of the normal social environment● Diagnosis divided into:<ul style="list-style-type: none">○ Mild MR○ Moderate MR○ Severe MR○ Profound MR○ Other MR○ Unspecified MR | |
|---|--|

Appendix E: References

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. *BMC Med*, 17, 133-137.
- Flynn, J. R. (2006). Tethering the elephant: Capital cases, IQ, and the Flynn effect. *Psychology, Public Policy, and Law*, 12(2), 170.
- Flynn, J. R. (1984). The mean IQ of Americans: Massive gains 1932 to 1978. *Psychological Bulletin*, 95(1), 29.
- Schalock, R. L., Borthwick-Duffy, S. A., Bradley, V. J., Buntinx, W. H., Coulter, D. L., Craig, E. M., ... & Shogren, K. A. (2010). *Intellectual disability: Definition, classification, and systems of supports*. Washington, DC: American Association on Intellectual and Developmental Disabilities.
- Sparrow, S. S., Cicchetti, D. V., & Saulnier, C. A. (2016). Vineland Adaptive Behavior Scales, (Vineland-3). San Antonio, TX: Psychological Corporation/Pearson.
- World Health Organization. (2004). ICD-10: international statistical classification of diseases and related health problems: tenth revision. In *ICD-10: International statistical classification of diseases and related health problems: Tenth revision*. New York: World Health Association.